



Innovative School-Wide Improvement

2012-2013 Final Report to the IDOE: John Marshall Community High School

Lead Partner: Voyager Learning

Key activities, outcomes, and recommendations resulting from Voyager's Lead Partner relationship with John Marshall Community High School are described. December 2012 benchmarks were met and final end-of-year benchmarks are pending.

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Introduction

During the summer of 2012, the Indiana State Department of Education, in collaboration with former Indianapolis Public Schools' Superintendent Dr. Gene White, agreed on a unique Lead Partner arrangement, versus state-takeover, for John Marshall Community High School (JMCHS). Voyager Learning was selected as the Lead Partner for John Marshall Community High School and also provided services for 14 of the elementary schools in the JMCHS community. Funding for the elementary schools was provided by the Indianapolis Public Schools; however, the vertical, longitudinal approach was part of the overall proposal made to the State Board of Education as an alternative to state takeover.

Since September 2012, Voyager consultants provided the Indianapolis Public Schools more than 1,900 days of on-site service, with 700 of these days being delivered at JMCHS. The purpose of this report is to document critical activities, outcomes, learning, and recommendations resulting from the Lead Partner arrangement.

Specific benchmarks for JMCHS were met for the first semester. Second semester benchmarks appear promising but final results are still pending. The 2012-2013 school year was the first year of Dr. White's three-year vision for these schools, aptly named the "Superintendent's Cluster of Schools."

Summary of Results *as of July 5, 2013*

Sources: IDOE documents, C. Gray, and K. Ducote, IPS

	2011	2012	2013
MS ELA ISTEP+	29.6%	29.8% Scores pending	33% were predicted to pass as of the Feb. 2013 Acuity Predictive Assessment
MS Math ISTEP+	36%	44% Scores pending	32% were predicted to pass as of Feb. 2013 Acuity Predictive Assessment
10th Gr ELA ECA	25.2%	30%	29% (24% of students, or 25 of 105, did not test)
10th Gr Alg. ECA	29.6%	44%	56.7% (10% of students, or 10 of 105, did not test)
Coll. & Career			9% of 2013 cohort completed 3-credit hours
Mass Insight Indicators	2/9 Fair Dec. '10	1/9 Fair May '12	5/9 Fair Dec. 2012

Graduation Analysis *as of July 5, 2013*

Sources: State Graduation Cohort Status Report and K. Ducote, IPS

Student Groups	2012 Cohort	2013 Cohort (as of June 28)
Total # of Students	114	139
Total # of Graduates	97 / 114 (76% Oct. '12)	102 / 139 (73% as of May '13)
# Sp.Ed. Cert. of Compl.	10 (incl. in # of Grads above)	9 (incl. in # of Grads above)
# of Grad. w Waivers	34 / 97 (35% of graduates)	28 / 102 (27.5% of graduates) 21% decrease in waivers

2012-2013: Highlights of Key Activities

Strengthening Overall School Operations were a priority during the first semester. Examples of tools and structures that were updated, refined and / or created are described below.

Building Maps - Detailed and current building maps were created and posted the throughout the school. The electronic templates can be continually updated by office personnel over time.

Faculty and Staff Rosters – Detailed faculty and staff rosters were created. The electronic templates can be continually updated by office personnel over time.

Signs / Communication – Signs for all classrooms and other areas throughout the building were created and posted. Pertinent information was also posted on entry doors and other key areas throughout the school, including bell schedules, instructions, and multiple student procedures.

School-wide Calendar – A year-long, school-wide calendar was posted in the front office providing one place where all activities could be easily scheduled and documented.

Hallway Displays and Incentives – Displays such as Honor Roll, Perfect Attendance, and “See Yourself as a JMCHS Graduate” were initiated. A display for “Champion Chairs” recognized by administrators during staff meetings was established.

Faculty/Staff Updates – weekly updates were provided for staff by Voyager during the first semester. Principal Chad Gray assumed responsibility for these weekly updates during the second semester using the electronic template provided by Voyager.

Agendas for Staff and Leadership Team Meetings – Agendas and supporting materials were collaboratively prepared prior to bi-weekly staff meetings and numerous administrative team meetings. Roles and responsibilities in regard to supporting effective staff meetings were explained, modeled, and nurtured.

Clarifying School Goals – Voyager consultants clarified school goals in regard to graduation, ECA, ISTEP, and College and Career ready for school personnel and persistently updated and communicated progress against these goals throughout the school year.

Climate, Relationships and Social/Emotional Health were areas that needed attention at the start of the school year and remain a focus for JMCHS. Examples of different types of support are described below.

Clarifying School-wide Routines and Procedures –School-wide routines and procedures were clarified during the first semester and posted in the cafeteria and other key areas during second semester. Voyager consultants also provided classroom coaching for individual teachers needing additional support in establishing effective classroom routines.

Discipline Procedures – Multiple discipline strategies were implemented including increased supervision during passing periods, after-school detention, and structured incentives, especially at the middle school level. Teachers and administrators reported the most satisfaction with the implementation of a formal system for discipline referrals.

Extra-Curricular Activities and After School Programs - After school clubs and organizations increased significantly this year. Student organizations met after school and provided students an opportunity to connect with one another, their teachers, and the school. Voyager consultants supported this effort by creating posters which provided students information about available activities. Voyager consultants also

assisted teachers in organizing and scheduling extended day learning opportunities. First semester extended day and intersession instruction tended to focus on students' overall academic needs, while second semester instruction was more targeted focusing on specific and prioritized student needs.

Student Assistance Team (SAT) – A Student Assistance Team was established with the on-site and virtual support of Dr. Howie Knoff, author and creator of Project ACHIEVE (www.projectachieve.info). The members of this team addressed the social and emotional needs of the students by reviewing attendance, discipline, and social issues of students. The team also created action plans to address the needs of the students. Action plan activities often consisted of making home visits, arranging mental health referrals, and assisting teachers with classroom discipline plans.

Instructional Quality was also identified as a need at JMCHS for the year. A variety of initiatives were started to address the needs of the teachers and students.

2013 Cohort Data - An intense and persistent focus on understanding and analyzing cohort data was maintained. Organizing and monitoring students' grades, credits, ECA exams, and mastery of standards helped faculty and staff internalize graduation requirements. Counselors were shown new ways to monitor and follow-up on student performance especially as it related to the 2013 graduation cohort. Voyager continues to monitor, maintain and guide decisions related to overall graduation data.

Instructional Data - Instructional data served as the driving force for all work at JMCHS. Teachers used data to guide instructional decisions, interventionists used data to build schedules and individual work sessions with students, and PLC's were created to help foster an understanding of how to build classroom support for success in response to what students' data was communicating.

Pacing Guides for ELA and Math Classrooms – Using Acuity and Benchmark data, Voyager created pacing guides for SUCCESS and Lab classrooms using Finish Line and Acuity materials. These guides helped strengthen the framework of the classrooms to address critical standards of instruction.

SUCCESS - JMCHS continued the 8-step Process and used the SUCCESS period as a means to ensure more personalized instruction. Voyager provided instructional materials and guidance regarding the expansion of SUCCESS content to include life skills such as understanding credits, goal setting, and strategies for improving report card grades. Voyager also supported the integration of Student Data Chats into SUCCESS periods.

Individualized, Targeted Instruction – Five interventionists were hired to provide targeted support for students and teachers. Voyager consultants supported the interventionists in using data to schedule and pull students needing additional support. Voyager consultants also helped identify materials, instructional content, and high-impact strategies for use by interventionists. Lastly, Voyager consultants worked

alongside the interventionists in providing direct support for students.

Professional Development was also a focus at JMCHS. While the Voyager Team provided support in the classrooms, teachers were also provided multiple and differentiated learning opportunities, including opportunities to serve in teacher leader roles.

Professional Learning Communities - PLC's were strengthened at JMCHS this year through the collaborative efforts of the school's instructional coaches and Voyager consultants. PLC's focused on 1) Teach Like a Champion, the work of Doug Lemov, 2) Reading Across the Content Areas, 3) Using Writing as a Response, and 4) Peer Walk-throughs. PLC's were held at least one time per week. Building on the PLC's content, the culminating activity allowed teachers to visit other classrooms.

Staff Meetings – Voyager consultants supported school leadership and teacher leaders in planning and facilitating professional development as a part of or immediately following staff meetings. Examples include increasing students' reading stamina, graduation requirements, the Student Assistance Team, and de-escalating student behavior.

Special Education – Partially resulting from weekly collaboration between special education administrators and Voyager personnel, special education teachers and support staff participated in a month-long professional development series. Learning outcomes were scaffolded and ranged from understanding the IEP process to supporting students and teachers in inclusion settings.

Side-by-Side Support – The Voyager team focused on specific classrooms, the ECA Labs, and Reading classes. Side-by-side support and instructional coaching was provided to help increase the instructional rigor, maintain classroom management, and support routines. Side-by-side coaching was also provided for the co-principals by experienced high school administrators.

Graduation Committee – A committee was organized to track students' course credits, ECA passing rates, and portfolio completion. The team met monthly prior to spring break and weekly through graduation following spring break. Voyager consultants taught counselors the skills needed to proactively organize and monitor future graduation cohort's progress, grades and potential portfolio needs.

Elementary Feeder Schools

Fourteen (14) elementary schools feed into John Marshall Community High School. Two of the schools received "D" rankings and 12 received "F" rankings at the end of the 2012 school year. With the belief that early success at the elementary level would impact the success later at the high school level, Voyager provided from one to three days of support weekly to each of these schools.

Principals' and teachers' understanding of their students' data - and effective responses to this data - were the common priorities across schools. Both English/Language Arts and Math instruction were strengthened by the use of side-by-side coaching, product support, and instructional focus. For

example, Voyager created and provided vocabulary word wall cards to reinforce math concepts. Additional examples of elementary support include facilitating the use of two popular, technology based products, VmathLive© and Ticket to Read©; assisting in intervention classrooms; and, providing direct one-on-one or small group student instruction. The ongoing analysis and use of ISTEP and Acuity data was facilitated by Voyager consultants at every school. Voyager consultants provided data templates for the principals' use, helped them uncover students' specific strengths and needs, and schedule resources accordingly.

While, ISTEP results are still pending, Acuity predictive data indicates that many of the schools will increase at least one letter grade.

	ELA			Math	
	ISTEP 2012	Acuity C Predictive Feb. 2013		ISTEP 2012	Acuity C Predictive Feb. 2013
Washington Irving, 14	65.3%	57.71%		60.4%	59.82%
Thomas D. Gregg, 15	52.1%	56.18%		58.1%	69.29%
Louis B Russell, 48	58.5%	62.58%		57.9%	62.58%
James Russell Lowell, 51	50.4%	52.02%		48.8%	52.83%
Brookside, 54	59.4%	66.03%		62.1%	78.24%
Eliza A. Blake, 55	61.3%	53.62%		61.3%	56.52%
Ralph Waldo Emerson, 58	63.2%	51.12%		64.6%	57.14%
Joyce Kilmer, 69	33.5%	46.35%		31.4%	57.56%
F. Torrence, 83	57.1%	71.05%		62.8%	78.29%
Anna Brochhausen, 88	50.4%	54.33%		57.7%	70.08%
George H. Fisher, 93	46.2%	41.14%		47.0%	59.49%
George Buck, 94	59.9%	62.24%		66.5%	72.96%
Francis Scott Key, 103 - Discontinued	48.8%	45.28%		52.9%	38.64%
Charles Warren Fairbanks, 105	48.8%	74.21%		56.1%	78.00%
	May 2012	Feb. 2013		May 2012	Feb. 2013
59.5% or more passing or on target to pass ISTEP+	3	5		6	8
55 – 59.49% passing or on target to pass ISTEP+	4	2		4	4
Less than 55% passing or on target to pass ISTEP+	6	6		3	1

Community Involvement

Voyager partnered with the United Way of Central Indiana to support to students in their after-school and summer programs. Both Ticket to Read© and VmathLive©, technology programs providing individualized interventions in the areas of reading and math, were provided at no cost. These students included an additional subset of students outside of the JMCHS feeder pattern. With a focus on mastery, these technology programs, along with the work of United Way, impact the greater success of the students of Indianapolis Public Schools.

Evaluation

First Semester Results

The Voyager and JMCHS Team, with support from central office, worked diligently to ensure that John Marshall Community High School would meet the December benchmarks established by the state.

December 2012 Goals	Results
At least five of nine quality indicators show improvement from the 2011-2012 evaluation based on the Mass Insight Framework for High-Performing, High-Poverty Schools	Five of the nine indicators were rated as Fair and this benchmark was met.
At least 40% of middle school students demonstrate that they are on pace to pass both the ISTEP+ English/Language Arts and Math assessments as demonstrated by their predictive Acuity scores	75% increase from 22% to 38% of students passing both ELA and Math 11% increase from 89.5% to 99% of 162-day students participating (274 tested)
At least 40% of students are passing both ECA English 10 and Algebra I assessments during the winter 2012 testing window	42% of 10 th graders had passed the Algebra 1 ECA exam as of January 2013. English 10 ECA is not given until May 2013.
At least 50% of high school seniors are on pace to graduate high school without a waiver	51% of the 2013 graduation cohort had passed both ECA exams as of January 2013.

Second Semester Results *as of July 5, 2013*

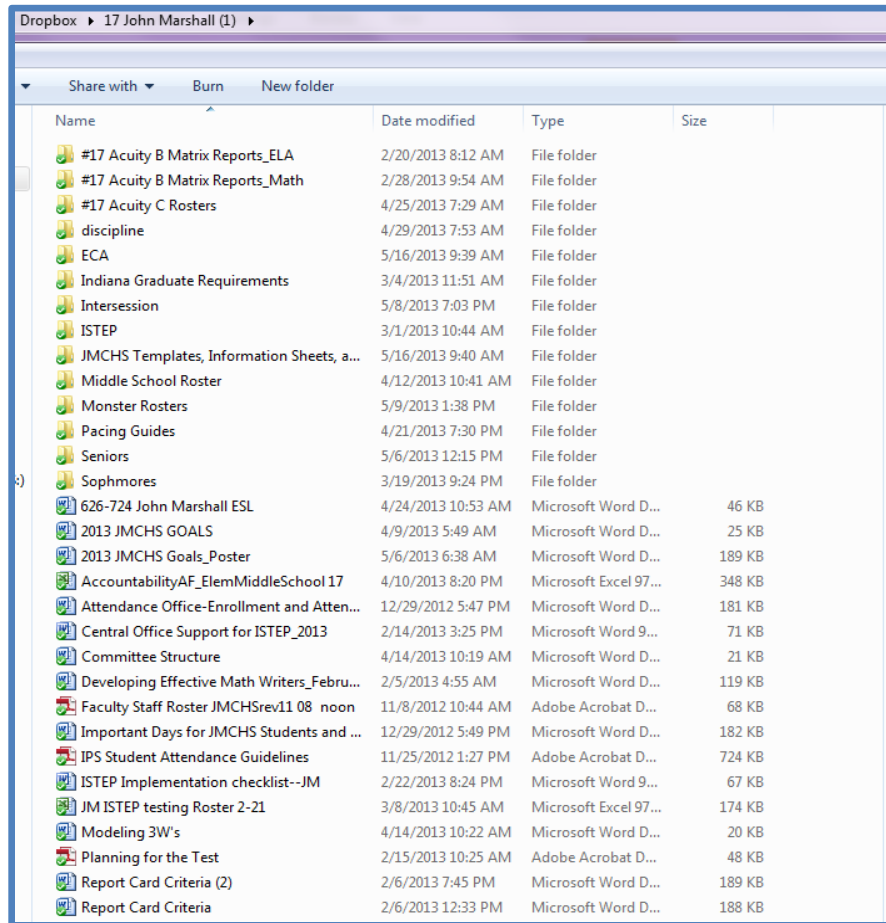
Second semester results are pending the return of Spring ISTEP and ECA data, along with the final graduation data. While this data is not available, overall projections are positive with a specific strength noted in the ECA Algebra I passing rate.

Additional Benefits of the Voyager Partnership

Data

While at JMCHS this year, Voyager established ongoing monitoring protocols and procedures to verify successful actions toward goals. The data was used to evaluate and identify root causes, resources, and strategies. The maintenance of the data required constant re-evaluation, ongoing research, and adjustments. Voyager provided the resources to John Marshall Community High School to build a strong data system for credits, graduation, state assessment data, benchmark data, and mastery of standards. Using Dropbox® as the platform, a toolbox of data resources were built and shared with leaders, teachers, counselors, and social-workers (see Figure 1.1). This toolbox became a resource shared by all stakeholders in the school and was accessed continuously in response to student needs. This toolbox will continue to be available to JMCHS faculty and staff in the future.

Figure 1.1 Dropbox



Name	Date modified	Type	Size
#17 Acuity B Matrix Reports_ELA	2/20/2013 8:12 AM	File folder	
#17 Acuity B Matrix Reports_Math	2/28/2013 9:54 AM	File folder	
#17 Acuity C Rosters	4/25/2013 7:29 AM	File folder	
discipline	4/29/2013 7:53 AM	File folder	
ECA	5/16/2013 9:39 AM	File folder	
Indiana Graduate Requirements	3/4/2013 11:51 AM	File folder	
Intersession	5/8/2013 7:03 PM	File folder	
ISTEP	3/1/2013 10:44 AM	File folder	
JMCHS Templates, Information Sheets, a...	5/16/2013 9:40 AM	File folder	
Middle School Roster	4/12/2013 10:41 AM	File folder	
Monster Rosters	5/9/2013 1:38 PM	File folder	
Pacing Guides	4/21/2013 7:30 PM	File folder	
Seniors	5/6/2013 12:15 PM	File folder	
Sophmores	3/19/2013 9:24 PM	File folder	
626-724 John Marshall ESL	4/24/2013 10:53 AM	Microsoft Word D...	46 KB
2013 JMCHS GOALS	4/9/2013 5:49 AM	Microsoft Word D...	25 KB
2013 JMCHS Goals_Poster	5/6/2013 6:38 AM	Microsoft Word D...	189 KB
AccountabilityAF_ElemMiddleSchool 17	4/10/2013 8:20 PM	Microsoft Excel 97...	348 KB
Attendance Office-Enrollment and Atten...	12/29/2012 5:47 PM	Microsoft Word D...	181 KB
Central Office Support for ISTEP_2013	2/14/2013 3:25 PM	Microsoft Word 9...	71 KB
Committee Structure	4/14/2013 10:19 AM	Microsoft Word D...	21 KB
Developing Effective Math Writers_Febru...	2/5/2013 4:55 AM	Microsoft Word D...	119 KB
Faculty Staff Roster JMCHSrev11 08 noon	11/8/2012 10:44 AM	Adobe Acrobat D...	68 KB
Important Days for JMCHS Students and ...	12/29/2012 5:49 PM	Microsoft Word D...	182 KB
IPS Student Attendance Guidelines	11/25/2012 1:27 PM	Adobe Acrobat D...	724 KB
ISTEP Implementation checklist--JM	2/22/2013 8:24 PM	Microsoft Word 9...	67 KB
JM ISTEP testing Roster 2-21	3/8/2013 10:45 AM	Microsoft Excel 97...	174 KB
Modeling 3W's	4/14/2013 10:22 AM	Microsoft Word D...	20 KB
Planning for the Test	2/15/2013 10:25 AM	Adobe Acrobat D...	48 KB
Report Card Criteria (2)	2/6/2013 7:45 PM	Microsoft Word D...	189 KB
Report Card Criteria	2/6/2013 12:33 PM	Microsoft Word D...	188 KB

Figure 1.1 Examples include the list of students needing portfolios, specific standards students missed on Acuity assessments, and rosters with student historical data.

Response to Intervention

The breakdown of the data was the critical component of the success at JMCHS this year. Student data was tracked and summarized for all assessments. See Figures 1.2 and 1.3.

Figure 1.2 ISTEP Analysis for State Report Card

No Score											
	All	Pass+	Pass	Did not Pass	At JMCHS	Alternative Placement	IEP - exempt	Juvenile Center School	All		
7th grade	228	11	65	97	50	2	2	1	228		
8th grade	208	8	72	66	40	11	7	4	208		
Total	436	19	137	163	90	13	9	5	436		
Number needed to pass:											
1 pt	60%	261.6	105.6 more people to pass		Some of these students may not have been at JMCHS in December for testing.						
2 pts	65%	283.4	127.4 more people to pass								
3 pts	70%	305.2	149.2 more people to pass								
4 pts	75%	327	171 more people to pass								
5 pts	80%	348.8	192.8 more people to pass								

No Score											
	162 day	Pass +	Pass	Did not Pass	At JMCHS	Alternative Placement	IEP - exempt	Juvenile Center School	162 day		
7th grade	149	9	53	74	8	2	2	1	149		
8th grade	148	8	66	50	2	10	8	4	148		
Total	297	17	119	124	10	12	10	5	297		
Number needed to pass:											
1 pt	60%	178.2	42.2 more people to pass								
2 pts	65%	193.05	57.05 more people to pass								
3 pts	70%	207.9	71.9 more people to pass								
4 pts	75%	222.75	86.75 more people to pass								
5 pts	80%	237.6	101.6 more people to pass								

Figure 1.2 Sample of the initial analysis of ISTEP data to help teachers understand the number of students needed to pass ISTEP in order to earn one or more point on the State Report Card.

Figure 1.3 ELA Practice ECA

Teacher / Period		3:00 PM																																													
chool	JMMS # 724	Individual Student Responses																																													
STN	Student Name	Combined Multi Choice & Open Ended	Open ended ELA	Multi Choice ELA	1	2	3	4	5 OE	6	7	8	9	10	11	12	13	14	15	16	17	18	19 OE	20	21	22	23	24	25 OE	26	27	28	29	30	31	32 OE	33 OE	34	35	36	37	38	39	40 OE			
13030	F...	46%	42%	50%	c	a	b	d	1	b	b	a	d	c	c	b	b	a	b	b	d	c	1	a	d	b	d	b	2	b	d	c	b	d	c	1	0	n/a	n/a	n/a	n/a	n/a	n/a	0			
114103	F...	37%	33%	41%	c	d	c	c	1	b	d	a	d	a	b	b	b	a	d	b	c	c	1	a	b	a	b	a	1	b	d	b	a	c	b	0	0	a	a	b	c	a	b	1			
166858	NL...	7%	0%	15%	a	c	a	c	0	a	b	d	d	c	b	c	d	c	c	b	a	a	0	b	a	d	d	a	0	a	a	b	c	b	c	0	0	n/a	n/a	n/a	n/a	n/a	n/a	0			
157174	F...	51%	50%	53%	c	a	b	d	2	b	d	d	c	b	b	d	b	c	b	c	c	2	c	b	b	a	b	2	b	d	b	d	d	c	0	0	c	c	b	n/a	n/a	n/a	0				
160136	M...	29%	17%	41%	a	b	c	a	0	b	a	a	b	a	b	a	a	c	b	d	a	1	c	d	c	a	b	1	b	d	a	d	d	c	0	0	a	a	a	b	d	a	0				
2477326	L...	36%	33%	38%	c	d	b	c	0	b	d	c	c	b	b	b	b	c	b	a	c	1	d	b	a	a	b	2	b	a	d	a	d	d	1	0	c	c	c	c	c	0					
2498375	M...	47%	50%	44%	c	d	d	a	2	b	a	d	c	d	b	b	c	d	c	b	a	b	1	d	d	b	d	a	2	b	a	c	d	d	1	0	c	d	c	d	a	d	0				
2464448	P...	40%	33%	47%	c	b	b	d	0	b	a	a	c	b	c	b	c	b	b	b	c	c	1	c	b	b	d	b	2	b	b	b	d	d	d	1	0	a	b	c	b	d	b	0			
		0%	0%	0%																																											

Figure 1.3 Sample of the ELA ECA Practice assessment results. Assessment was organized by critical standards, helping teachers quickly see students that had mastery of the standards. This analysis also helped teachers see where the lack of reading stamina had an impact on student's completion of the assessment.

District-wide Impact

Work completed by Voyager in its assigned schools had the added value of positively influencing additional schools across the district. For example, when Acuity templates were created by Voyager and implemented at the JMCHS feeder schools, the district saw the potential impact and asked that an IPS coach be trained to lead this effort in the other elementary campuses. Another example was the implementation of the ISTEP Crunch Plans that were created for each campus. Initially facilitated by Voyager consultants with district administrators to re-allocate resources and re-target instruction immediately prior to ISTEP for the Superintendents' Cluster of Schools, Voyager consultants worked with district administrators to review and plan for the other elementary schools, too.

Figure 1.4 ISTEP Crunch Plan for Feeder Schools

School #	Needs	District/Voyager
15 Paul	ELA 56% (267) +20	Sylvia ELA (every day) Melissa 2 days
51 Justin	ELA 52% +40 Math 53% +36 (294) Voyager will cross reference and try to work with what is so not a disruption. Structure more – collaboratively – if needed.	Has a huge tutoring plan Eddie Lou and Carolyn both built in the plan Carolyn 3 days Jennifer Sweeney
55 Paul	ELA 54% +10 Math 57% (69) + 5 Plus the kids in the special ed units	Melissa 1 day Stephanie every day until ISTEP (the non-Stacey days) Stacey (T,W or Th – any two)
58 Paul	ELA 51% + 24 (133)	Lynn Baber, 3 days (T,W,Th) If Stacey can come M/F they could work the same schedule
69 Minetta Tues 1:30	ELA 46% +56 (205)	Karrie LEA - everyday Emily 3 rd gr ELA – keeps her one day Olga 3 days a week
93 Justin	ELA 41% Math 59%	Monitor
103 Justin/ Minetta	ELA 45% +32 Math 39% +46 (108)	Fallon Math (every day?) Patsy ELA (every day?) No Voyager

Schedule meetings to look at ISTEP crunch plans. Gayle will represent Voyager, M and T, April 8 and 9. Allow them an hour.

Groups of kids by skill and materials
Monitoring Plan: Formative Assessments on Friday; High Impact Indicators; multiple choice
Last week cumulative math test, grades 3-8, will do in competition (practice for ISTEP)
Formative Assessments: Friday, April 12; Thursday, April 18 and Wednesday, April 24

Figure 1.4 The ISTEP Crunch Plan provides an example of how Voyager and District resources were realigned to ensure proper support for each campus prior ISTEP testing. Note the Needs column highlights the number of students needed to help the campus move one letter grade.

Figure 1.5 District ISTEP Crunch Plan Example

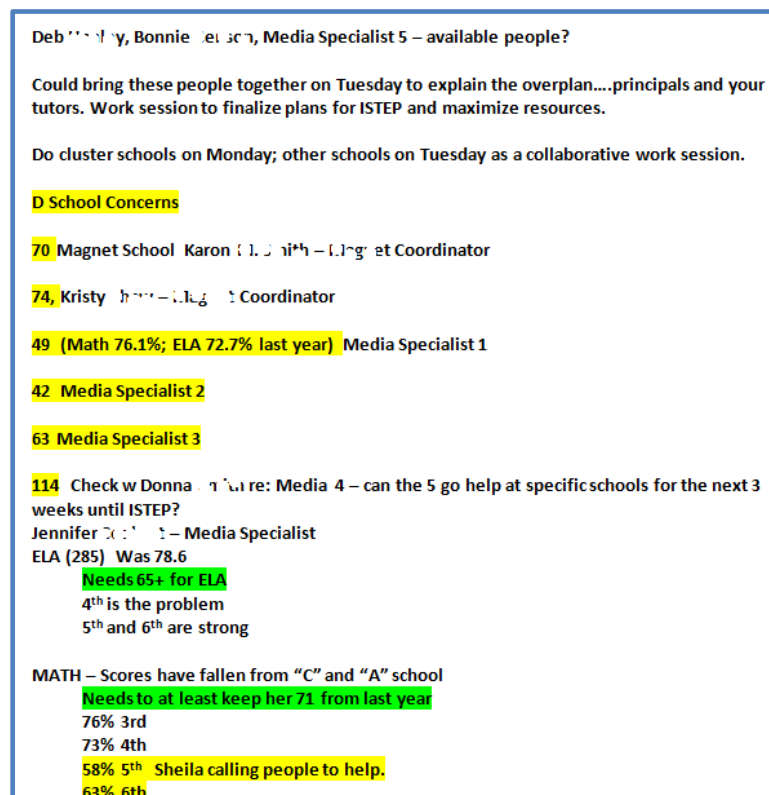


Figure 1.5 Example of District ISTEP Crunch Plan. A sample of Voyager and the district working together to identify solutions for all district elementary schools.

Planning for 2013-2014

Synthesizing information from the IDOE’s Quality Reviews and other documents, it is evident that JMCHS students and faculty have adjusted to changing personnel and partners for each of the past three years. Acknowledging the importance of discontinuing ineffective personnel, partners, or practices, it is also important that the school establishes stability and consistency.

School Year	Quality Review # of Mass Insight Indicators Above “Poor”	External Partners	Approx. % of Teachers New to School	SIG Funding (5.5M Total)
2010-2011	2 of 9	ScoolWork	85%	Yes
2011-2012	1 of 9	Pearson Wireless Generation		Yes
2012-2013	5 of 9 (Dec. 2012)	Voyager – Fall and Spring Semesters TNTP – Spring Semester	50%	Yes

While Voyager is pleased to acknowledge that this past year's gains have been the result of a highly integrated effort across the school, the district and Voyager as Lead Partner, it is also important that the fragile systems and procedures have additional time and support to become part of JMCHS's emerging culture.

While our goal is for JMCHS to experience success without external support, we believe this external and established support should be gradually withdrawn over the next one to two school years.

State and District: Strengths

Below are examples of strategies that helped drive Voyager's success in working with JMCHS, the elementary feeder schools, and the overall district.

Specific Strategies that Supported Success	Why This Worked
Very clear goals provided by IDOE for JMCHS for both first and second semester.	The goals helped the district, school, and Voyager unite around common priorities, align their resources, and focus their energy.
Comprehensive, integrated approach to school-wide improvement including support by IPS central office personnel	The district provided holistic support in regard to discipline, data, and instruction allowing different groups and individuals to maximize their strengths and work more efficiently as an overall team.
Weekly reporting required of Lead Partner by IDOE.	The required weekly reporting provided a consistent, structured time for reflection and planning prior to the next week's activities.
A regular schedule of face-2-face and virtual meetings including JMCHS administrators, IPS administrators, Voyager, and state representatives was implemented throughout the school year.	The scheduled meetings provided structured time for collaboration, reflection and planning. Interim targets and expectations further supported accountability for results.

Lead Partner, School, State and District: Improvement Opportunities

Below are examples of improvement opportunities that could be beneficial in structuring and maximizing future Lead Partner arrangements.

Challenges	Recommendations
<p>Translating state accountability requirements into user-friendly, actionable information was difficult for many schools we worked with.</p> <p>The language of the contractual goals varied slightly from the state accountability goals.</p>	<p>Develop a systemic approach for teaching and translating Report Card Domains into actionable information and next steps.</p> <p>Goals, roles and responsibilities must be explicitly discussed and outlined prior to the start of the school year in Lead Partner relationships.</p>
<p>Prompt and easy access to state and district data related to student achievement, resources, and eSchool, is needed. Student data is occasionally inconsistent across school, district and state resources. State data is updated only at specific times during the year.</p>	<p>Develop a systemic approach to providing training for Lead Partners, administrators, and faculty regarding school, district, and state systems for warehousing and organizing student data and resources. Provide log-in information and training prior to the start of school. A dynamic system that continually updates data across all entities would serve students best.</p>
<p>Teachers and administrators often under-utilized available instructional resources provided by the district and state.</p>	<p>Develop a systemic approach to providing this training and following-up on teacher and administrator effectiveness in planning and delivering instruction.</p>
<p>The structure of co-principals in the school created some challenges.</p>	<p>Interim Supt. Hinckley has assigned Chad Gray as the sole principal for 2013-2014.</p>

2013-2014 Building on the Momentum

Voyager Learning looks forward to building on the relationships, structures, synergy, and results that evolved throughout this past school year at JMCHS. Voyager Learning also looks forward to beginning services earlier in the school year and building upon the mutual learning that has taken place over the past year. The below information encompasses our understanding of current state and projected goals for the next school year. With students returning August 5, 2013, we are eager to begin support in July. Interim Supt. Hinckley is taking a Voyager proposal to the board this month.

2013-2014 Goals

Sources: IDOE documents, C. Gray, and K. Ducote, IPS

	2011	2012	2013	2014 Goal
MS ELA ISTEP+	29.6%	29.8% Scores pending	33% were predicted to pass as of the Feb. 2013 Acuity Predictive Assessment	36%
MS Math ISTEP+	36%	44% Scores pending	32% were predicted to pass as of Feb. 2013 Acuity Predictive Assessment	60%
10th Gr ELA ECA	25.2%	30%	29% (24% of students, or 25 of 105, did not test)	35%
10th Gr Alg. ECA	29.6%	44%	56.7% (10% of students, or 10 of 105, did not test)	65%
Coll. & Career			9% of 2013 cohort completed 3-credit hours	20%
Mass Insight Indicators	2/9 Fair Dec. '10	1/9 Fair May '12	5/9 Fair Dec. 2012	

2013-2014 Graduation

Sources: State Graduation Cohort Status Report and Kathleen Ducote, IPS

Student Groups	2012 Cohort	2013 Cohort (as of June 28)	2014 Cohort (Oct. 1)
Total # of Students	114	139	140
Total # of Graduates	97 / 114 (76% Oct. '12)	102 / 139 (73% as of May '13)	78%; 80% stretch goal (the 2014 graduation rate is currently at 82%)
# Sp.Ed. Cert. of Compl.	10 (incl. in # of Grads above)	9 (incl. in # of Grads above)	
# of Grad. w Waivers	34 / 97 (35% of graduates)	28 / 102 (27.5% of graduates) 21% decrease in waivers	<25% w/waivers

2013-2014 Recommended Services

JMCHS needs support in the following areas to achieve or exceed the stated 2013-2014 goals. Bolded areas are those in which Voyager leadership and support are recommended to help institutionalize and transfer best practices to JMCHS employees. Non-bolded areas are those for which school and district leadership and support are recommended. Voyager can help with these additional areas if desired.

- 1) Leadership and overall school operations** (including teacher evaluation)
- 2) Data Analysis and Application at the classroom and student level**
- 3) New Teacher Onboarding and Support**
- 4) Graduation** (2014, 2015 and 2016 cohorts; the 2014 graduation is currently at 82%)
- 5) English Language Arts**
- 6) Math**
- 7) Student Attendance (only minimal support as part of overall Leadership coaching)
- 8) Student Discipline (only minimal support as part of overall Leadership coaching)
- 9) College and Career Ready
- 10) SST (Student Support Team) / RTI